**MI Chapter Responses**

**Chapter 1**

I really enjoyed some of the points that Gardner pointed out in his Multiple Intelligence theory. I couldn’t agree more with his reasoning for proposing this theory; Gardner believes that our natural definition of intelligence is too narrow. Many Americans believe that our intelligence is based almost solely on our IQ score and grades in core level classes, but that isn’t true. There are many dimensions to intelligence that aren’t covered by math or English. I can apply this to my class room by not writing off a student that isn’t too great at history. I think that all teachers have to realize that there is no such thing as truly stupid student; every student excels at something, it just my not be the subject, matter you are currently teaching them. But what I think is the biggest thing to take away from this chapter is Gardner believes that every student can develop each intelligences to an adequate level. This is something I think that every teacher has to believe. If you don’t think you can improve your students’ intelligence in a certain subject, then what is the point in even trying? A teacher without this belief should not be teaching if you ask me, they need to have faith in their students. Some students are written off as unable to learn something, but there is a difference between unable and unwilling. Only the best teachers are able to make all of their willing and want to learn what they have to teach.

**Chapter 2**

There were two main ideas that I got out of this chapter. The first is that we should apply this model of intelligence to ourselves before we apply it to our students. I personally agree with this because I am a practice what you preach kind of person. I dislike it when someone tells me to do something that they don’t believe in or don’t want to/can’t do themselves. I think that if you want to apply something to your students, you must first apply it to yourself. I think that it only helps you understand it more. Once you fully understand how you aren’t perfect in very kind of intelligence, you will understand that your students aren’t as well. This plays right into the next main idea I got from this chapter; a teacher has to create a learning environment that fosters the growth of all or most of the intelligences, not just one. A teacher can’t write off a student for being less skilled in a certain intelligence. I think that a teacher has to first identify which intelligences each student isn’t sufficient in. Once they figure out where they aren’t the most intelligent, a teacher should find a way to focus on teaching them in ways that maximize each intelligence they are strongest in. Even though you won’t be strengthening their other intelligences, you are using the easiest and most direct way to reach a student; and reaching a student is the ultimate goal of every

**Chapter 3**

This chapter mainly focused on how to figure out what kind of learner a student is through the multiple intelligence model. To figure this out, you can’t exactly use a test because they aren’t always accurate. To figure this out, you need to observe your students. This is something that I have never really thought of, but it is quite effective when you truly know the different kinds of intelligences, especially the characteristics that go along with them. One specific way observing your students that I have never thought of is looking at the ways they slack off. For example, if a student spaces out or doodles, they tend to be spatial learners. If they socialize, they’re interpersonal. If they fidget, they’re bodily-kinethetic. Once you fully realize the characteristics that go along with each kind of learning style/intelligence, then you can just watch your students and figure out how they learn. Before I started this book, I would have never have guessed this. It all makes sense now, but it was something I had never thought of before. I like the idea it suggested when it said that you should take notes on your students. I originally thought that I could make mental notes, but then realizing that I may be dealing with upwards of 150+ kids, I may have to take physical notes. This will help me with my lesson planning, because as I learn about how many of my students learn, I can make activities tailored toward learning styles I see the most in each class. But I still have to remember to include the lesser learning styles so I don’t lose those students as well.

**Chapter 4**

This chapter looked at the importance of learning multiple intelligences. But what made it less beneficial is that it focused mainly on elementary education when we are secondary education. But this is completely understandable. You need to build up your students when they are young. Our student’s self-esteems may be at their best when they are very young kids, probably about kindergarten. This means that we need to build their confidence and keep it at a young age, and this can be done by teaching them about the multiple intelligence model. If we point out which student’s intelligence is their strength when they are young, we can foster both their strengths and weaknesses. We can tailor our lessons to teach to a kid’s strength, but we can’t forget about their weaknesses. If we tell them they are stupid in a certain area, then they will continue to believe that. If we tell them and teach them how to work on a certain intelligence, then they will have the ability and motivation to do so. But this has to come at an early age. If we try to do so when they are in high school, they may reject what we have to say. At that age, they have embedded in their brains that they are truly incompetent in certain areas, and this is ridiculous in my opinion. Every student has the ability to learn just about anything, they just need the motivation and believe that they can. Yes, some things come easier to some rather than others, but they can still get to the same point. It’s similar to a famous quote I read on my CA’s board the other day, “A 12 minute mile is the same distance as a 6 minute mile.”

**Chapter 10**

This chapter talked about how assessment can be used effectively with the multiple intelligence theory. It threw out many ideas I had never thought of to replace a standard test. Instead of a written test, you can offer a test using illustrations, and audio test, or oral test instead of traditional written test. This is a new idea to me that could work very well in the classroom, and with my beach ball attitude, I would probably give my students the option of what they want to do. I think that students should be allowed to be tested in ways that will help them succeed, so changing the way you test them based on their learning style could prove to be very beneficial. Another idea I really liked was having students chart their grades and progress in the class. This can help students and teachers in a variety of ways. It is an easy way for either to see how they are doing in the class. It also can show a teacher if a student is struggling in a certain area or if they are actually progressing. This is also a way to prove to a student that they are smarter than they think. Sometimes kids will think that they are stupid or not really learning much, and this can be a tool to either prevent that or to refer to when they feel like this. The only flip side is that it could possibly make a kid feel bad about themselves when they see that they aren’t improving.